

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Moulton Primary School
Number of pupils in school	576
Proportion (%) of pupil premium eligible pupils	62 chn (10.76%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2024
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	D.Bastin
Pupil premium lead	B.Ludlow
Governor / Trustee lead	R.Hales

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,145
Recovery premium funding allocation this academic year	£7,395
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£2,310.815

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Our aim is to use the pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally.

During the period of this strategy plan we will focus on the key challenges that are preventing out disadvantaged pupils from attaining well.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ To support disadvantaged pupils with social and emotional barriers to enable them to make increased progress.
- ✓ To improve support for disadvantaged pupils with SEMH and attachment difficulties.
- ✓ To ensure that attendance of disadvantaged pupils improves and is in line with non- disadvantaged pupils.
- ✓ To provide increased enrichment opportunities for disadvantaged pupils.

We aim to do this through:

- Ensuring that all pupils receive quality first teaching.
- To ensure all disadvantaged pupils are challenged in the work they are set.
- Act early to intervene at the point the need is identified, so that they are able to 'keep up' with non-disadvantaged pupils.
- Targeted academic support for disadvantaged and vulnerable groups.
- Providing additional SLT capacity to allow dedicated time to improve attendance and fostering links with parents of disadvantaged pupils.
- Support payments for enrichment opportunities (music lessons, trips and clubs).

Achieving these objectives:

- Ensuring that all teaching is of a high standard through effective training in key teaching and learning strategies.

- Training on the teaching of early reading/vocabulary as a tool to improve reading and writing across the curriculum.
- Improved assessment strategies for foundation curriculum to ensure that disadvantaged pupils make good progress across the curriculum.
- To allocate an additional Teaching Assistant across year groups – providing small group focuses. Targeted English and maths teaching for pupils who are working below age-related expectations.
- To increase the capacity for addressing social and emotional barriers to learning for key disadvantaged pupils through the addition of an inclusion support worker.
- To offer 1:1 support through the use of TAs for disadvantaged pupils who need additional support to catch up due to school closure disruptions.
- To remove social and emotional barriers to learning through effective pastoral care through staff training and intervention provided by class TAs.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	A number of the disadvantaged pupils are working below the expected standard in reading, writing and maths.
2	Well-being: A large proportion of the disadvantaged pupils have personal, social and emotional barriers to learning.
3	18% of current disadvantaged pupils have experienced early trauma (5 are CLA and 6 pupils are Post –CLA) which may impact their ability to reach their potential.
4	Low attendance averages for disadvantaged compared to non- disadvantaged pupils.
5	Many of our disadvantaged pupils do not have the rich and varied experiences as non-disadvantaged pupils have. Meaning knowledge of the world and vocabulary acquisition is limited.
6	Many of our disadvantaged pupils received different levels of remote learning during the school disruption period and was a barrier to their learning when returning back to school.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>1- To improve outcomes for disadvantaged pupils with the aim of closing the attainment gap.</p>	<ul style="list-style-type: none"> • Embed and develop pedagogy, skills and knowledge of all staff to improve quality first teaching. Training to develop the use of the seven strategies within the classroom (purposeful, confidence, independence, resilience, collaboration, thinking skills and questioning). • Develop aspiration for all children, particularly disadvantaged through the use of the 'busy bee'. To increase motivation, confidence and independence. • All children progress well in early reading and phonics. Older children are motivated and engaged to read extensively and for pleasure- developing a love of reading. • Training for all staff to teach early reading through decodable texts, how to engage children to read for pleasure and address gaps through high quality intervention programmes. • Team Leaders to identify, plan and coordinated planned interventions and catch up programmes for pupils who are working below the expected standard. • Identify key disadvantaged children who would benefit from 1:1 catch up interventions for English and Maths. • Pre and post assessment information will show how knowledge and vocabulary have closed, enabling disadvantaged pupils to progress well across the curriculum and close the attainment gap.
<p>2 – Staff to provide appropriate intervention to support pupils well-being following early identification of SEMH need.</p>	<ul style="list-style-type: none"> • To further develop class based provision for well-being and pastoral support for disadvantaged and vulnerable pupils. • Teachers and TAs identify children early on who will require additional support for their SEMH needs through the well-being tracker system. • Teaching Assistance deliver targeted well-being interventions, supported by the Rainbow Team. • Develop children's positive attitude to school and learning – increasing resilience and readiness to learn. • Pupils will make good progress, evidenced by keeping pace with the curriculum, and closing gaps.
<p>3 – Disadvantaged pupils with social and emotional barriers to learning will make increased progress as a result of effective pastoral care and support.</p>	<ul style="list-style-type: none"> • Key disadvantaged pupils with emotional and mental health needs that may have experience early trauma, will receive effective, high quality support through the use of the learning mentor. • Further develop the Rainbow Team to increase capacity and support that is available. • Inclusion lead to plan early targeted intervention for key pupils experiencing trauma to remove barriers to learning.
<p>4 – For attendance of our pupil premium pupils to be in-line with non-pupil premium pupils. This will be achieved with weekly</p>	<ul style="list-style-type: none"> • Attendance rate for all pupil premium pupils will be at least 96%. • Create additional SLT capacity to provided dedicated time weekly to focus on improving attendance and fostering links with parents of disadvantaged pupils.

<p>monitoring and support programmes/attendance plans where necessary.</p>	<ul style="list-style-type: none"> • Designated staff to have weekly sessions to monitor persistent absenteeism and lateness. • Appropriate action and programmes of support will be implemented to improve good attendance. • Regular and early intervention will be provided to support parents to ensure that attainment and well-being gaps do not widen.
<p>5 – Disadvantaged pupils will not be adversely affected in school by financial difficulties experienced by parents and carers.</p>	<ul style="list-style-type: none"> • Ensure parents and carers of disadvantaged pupils are aware and can access financial help as needed. • Monitoring through the year to make sure that children in need are identified. To monitor pupil engagement in activities, well-being checks, discussions with parents and carers. • All pupil premium children will have access to at least one extracurricular club. • Pupil premium pupils will have equal access to extracurricular activities, including residential trips. This will be to improve confidence and well-being.
<p>6 – Disadvantaged pupils will have equal access to remote learning opportunities if needed (laptop, internet, Google Classroom).</p>	<ul style="list-style-type: none"> • If classes are to be moved to remote learning, disadvantaged pupils are offered a school place. • To ensure that disadvantaged pupils are not disadvantaged through the lack of technology – school to provide when needed. • All staff to make available paper packs for classroom learning/home learning tasks.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching for all pupils to develop pupil's metacognitive knowledge.</p>	<p>EEF (+7 months)</p> <p>Self – regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning.</p> <p>Developing pupils' metacognitive knowledge of how they learn- their knowledge of themselves as a learner, of strategies, and of tasks – is an effective way of improving pupil outcomes.</p> <p>At Moulton we recognise the importance of this and have developed the seven strategies of learning. These are linked closely with our learning animals. All staff will embed this approach within all aspects of the curriculum to develop aspirational and motivation. As a result, engagement and outcomes will improve.</p>	<p>1, 2</p>
<p>Teaching: AHT appointed to work within Y6, to reduce class sizes to 20 for core subjects.</p>	<p>EEF</p> <p>As the size of the class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. This can lead to learning gains of +3 months.</p> <p>Due to the impact of school closures over the past 18 months, we have analysed the needs of our Y6 cohort and have identified that having 3 smaller class sizes of 20, would allow teachers to increase the amount of attention each child will receive. This will ensure that attainment gaps are narrowed and children will be secondary ready.</p>	<p>1</p>
<p>Teaching: Training delivered to staff to improve targeted support for disadvantaged pupils SEMH.</p>	<p>EEF</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social, Emotional Learning can lead to learning gains of +4 months over the course of a year.</p>	<p>1,2,3</p>

	At Moulton, we aim to support the SEMH of all children, particularly those from a disadvantaged background. Staff identify the barriers towards learning and offer targeted support to support the wellbeing of all disadvantaged pupils. All new members of staff are trained in knowing how to support the disadvantaged pupils within their class to improve both SEMH and academic outcomes.	
Recruitment of a full time inclusion worker to improve SEMH and attachment difficulties.	EEF (+4 months) Social and emotional learning interventions seek to improve pupils' decision-making skills, interaction with others and their self- management of emotions. Children are identified early on in the year. So that high quality targeted support can be offered.	2, 3
Teaching and Learning: feedback support.	EEF Understanding the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap. In school we will further develop the use of feedback in class through quality first teaching. Staff will act early to intervene with disadvantaged pupils, so they are able to 'keep up' with non-disadvantaged pupils.	1

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Progress meetings leading to carefully targeted, planned interventions.	EEF (+4 months) Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	1

	<p>Team Leaders have analysed pupil progress across their year group. They have identified children who are not meeting the expected standard and have addressed gaps that need to be targeted through wave 3 interventions. Disadvantaged pupils that would benefit from 1:1 catch up for Maths and English have also been identified (wave 5). To be delivered by TAs.</p>	
--	--	--

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational trips and residential are offered to all children.	Children that are exposed to educational trips and residential trips will have an enhanced knowledge and understanding of the world. This will help build confidence and self-esteem	4
Music Lessons	Children that are able to follow their hobbies and passions without finance being a barrier will be able to foster their love of music, helping to raise their confidence and self-esteem.	5

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

A number of our planned strategies were not fully implemented due to Covid 19 restrictions and partial school closures. Our resources were diverted to support acute and unplanned need arising from the pandemic.

Although national assessments were cancelled in 2020/21, our school assessments demonstrated that the disadvantaged pupil performance in reading improved in the last academic year, in line with our strategy goals.

Performance in phonics was similar to previous years. Although, writing and maths was slightly lower than previous years due to partial school closures. Core subjects were prioritised at the beginning of 2020 academic year to ensure that children recovered and caught up missed content from the previous year group. Writing, in particular was identified as a weakness and our writing curriculum was enhanced to ensure all pupils write for a sense of purpose, increasing motivation and engagement in tasks.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.